

DOCUMENT RESUME

ED 165 568

HE 010 814

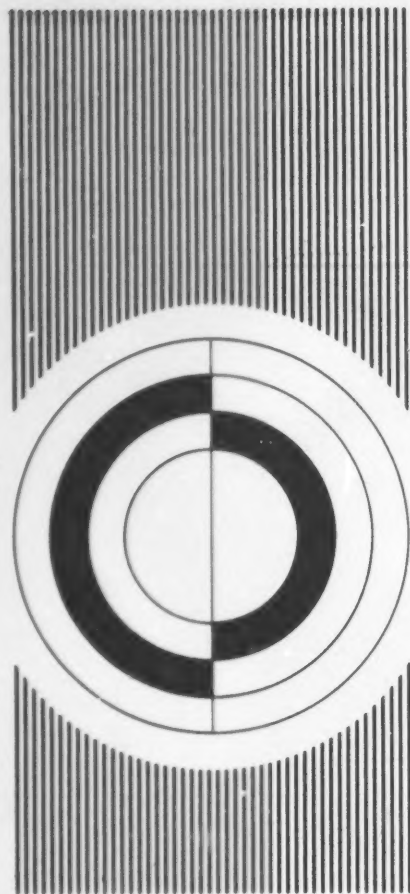
AUTHOR Dressel, Paul
TITLE Problems and Principles in the Recognition or Accreditation of Graduate Education. Report No. 4 of the Project to Develop Evaluative Criteria and Procedures for the Accreditation of Nontraditional Education. Volume 3. September 1978.
INSTITUTION Council on Postsecondary Accreditation, Washington, D.C.
PUB DATE Sep 78
NOTE 51p.
AVAILABLE FROM Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 760, Washington, D.C. 20036
EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.
DESCRIPTORS *Academic Standards; *Accreditation (Institutions); *Doctoral Degrees; Doctoral Programs; *Evaluation Criteria; *Graduate Study; Guidelines; Higher Education; *Masters Degrees; Professional Education; Program Descriptions; Program Evaluation
IDENTIFIERS *Nontraditional Education

ABSTRACT

General guidelines for judging and evaluating advanced degree programs are presented, and the several types of degrees and specific graduate programs are discussed in detail. Graduate programs may be fully prescribed for all students, may have significant elements of flexibility permitting adaptations to individual needs and aspirations, or may be highly individualized for persons with clear and well-defined goals and unusual backgrounds. Accreditation by a nationally recognized agency has been the chosen means for assessing and recognizing the quality of institutional programs. There are two types of accreditation in higher education: general or institutional and specialized or programmatic. Research-oriented degrees have been directed mainly to the acquisition of knowledge and, to a lesser extent, to the organization and dissemination of knowledge. Practice-oriented degrees include those of the major professions. Nontraditional graduate programs and problems of appraising graduate programs in general are discussed. General characteristics of the following degree programs are discussed. Master of Arts and Master of Science, professional or practitioner master's degrees, sixth-year degrees and programs, Doctor of Philosophy, Doctor of Arts, Doctor of Education, and other practitioner type doctorates. Seven general principles and 24 specific principles regarding review and accreditation are presented. (SW)

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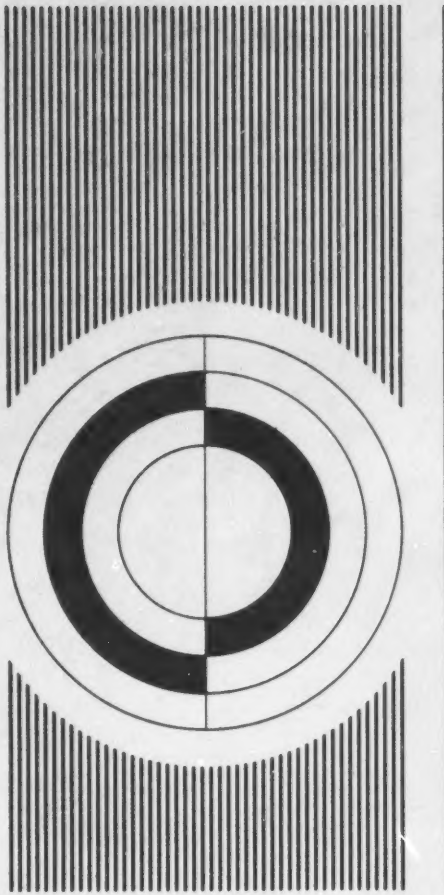
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PROBLEMS AND PRINCIPLES IN THE RECOGNITION OR ACCREDITATION OF GRADUATE EDUCATION

REPORT NO. 4 of the Project
to Develop Evaluative Criteria and
Procedures for the Accreditation
of Nontraditional Education
Volume 3 • September 1978

HE 010814



PROBLEMS AND PRINCIPLES IN THE RECOGNITION OR ACCREDITATION OF GRADUATE EDUCATION • By Paul Dressel

REPORT NO. 4 of the Project
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Procedures for the Accreditation
of Nontraditional Education
Volume 3 • September 1978

This publication is one of four volumes of the reports of the Council on Postsecondary Accreditation project to develop evaluative criteria for the accreditation of nontraditional education. The other reports are as follows:

Volume 1: Assessing Nontraditional Education, the summary report of the project

Volume 2: Six Research Reports

Report No. 1, Nontraditional Certificate Programs

Report No. 2, Salient Points from "A Study of the Acceptability and Negotiability of External Degrees"

Report No. 3, Institutional Accreditation and Nontraditional Undergraduate Educational Institutions and Programs

Report No. 5, Critical Characteristics of an Accreditable Institution, Basic Purposes of Accreditation, and Nontraditional Forms of Most Concern

Report No. 6, A Review of Nontraditional Graduate Degrees (with particular emphasis on the problems of accreditation)

Report No. 8, Analysis of the National Survey on Accreditation and Nontraditional Education

Volume 4: A Taxonomy of Classification and Determination of the Nontraditional Nature of Postsecondary Institutions: Essential Components, Elements, and Criteria for Evaluation

The project was supported in part by a grant from the W. K. Kellogg Foundation, Battle Creek, Michigan.

Grover J. Andrews, Project Director

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THE COUNCIL ON POSTSECONDARY ACCREDITATION
One Dupont Circle, N.W., Suite 760
Washington, D. C. 20036

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PREFACE

This statement has resulted from my association with the Council on Postsecondary Accreditation (COPA) Project on Nontraditional Education and was undertaken at the request of Dr. Grover J. Andrews, director of the project. I view this report as a resource document from which those concerned with review and accreditation of graduate programs may draw general ideas or specific statements.

I have read and drawn freely upon the literature dealing with graduate program review and have been, perhaps, somewhat cavalier in not attributing specific statements and views to prior documents. However, many of these are committee statements, and others have drawn upon such statements to the point that attribution of an idea or recommendation to a particular source is, if not impossible, at the least unnecessary and undesirable. This document, then, is to be regarded as original only in what has been included in it and how it has been organized. I trust that the references provided at the end of the document will be accepted as adequate acknowledgment of the many sources used here.

This statement takes what many persons will regard as a "hard" line on graduate program review. I assert--not without assurance that some persons will contradict me--that the position taken is a flexible one. Those persons who deem it otherwise confuse rigor and rigidity, and they may also be ignoring their obligations to students and the general public to provide graduate programs of quality and degrees that possess some common meaning.

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ACKNOWLEDGMENTS

The following persons were very helpful in reacting to early drafts of this statement:

Dr. Lewis B. Mayhew
Professor of Higher Education
Stanford University

Dr. Sterling M. McMurrin
Dean of the Graduate School
University of Utah

Dr. Wimberly C. Royster
Graduate Dean
University of Kentucky

Dr. Rudolph W. Schulze
Dean for Advanced Studies
University of Iowa

Dr. Herbert Weisinger
Dean of the Graduate School
State University of New York
at Stony Brook

Their cooperation is much appreciated. Generally they supported the approach developed here, but I take full responsibility for the final analysis and recommendations.

PROBLEMS AND PRINCIPLES IN THE RECOGNITION AND ACCREDITATION OF GRADUATE EDUCATION

Introduction

A graduate degree is awarded for completing a coherent program of specialized study beyond and based upon a baccalaureate degree in the same or closely related field of study. The program of study may be fully prescribed for all students, may have significant elements of flexibility permitting adaptations to individual needs and aspirations, or may be highly individualized for persons with clear and well-defined goals and unusual backgrounds. In any case, the development and management of graduate programs must be the responsibility of a faculty recognized individually and collectively for experience and contributions to the several fields of study covered by the programs. The attainment, maintenance, and improvement of quality graduate education have been a paramount concern since the early years of this century. Developments within the past two decades have reinforced this concern. The marked increase in the number of institutions offering graduate programs, the extension of institutional graduate degrees by institutions lacking the usual characteristics of colleges and universities have generated pervasive concern about quality and greatly increased the complexity of graduate program reviews.

Accreditation by a nationally recognized agency has been the chosen means for assessing and recognizing the quality of institutional programs. Historically, accreditation in postsecondary education in the United States

has been a voluntary, self-regulating process, but increasingly it has interacted with and been modified by the demands of state and federal agencies. The accreditation of an educational institution asserts only that the programs meet or exceed the minimal level of quality regarded as essential to fulfill the institutional statement of purposes and to meet institutional obligations to students and to the public.

There are two types of accreditation in higher education: general or institutional and specialized or programmatic. Institutional accreditation reflects confidence on the part of the accrediting group that all programs in the institution meet the minimal quality standards and that the institution possesses the integrity, resources, and determination to maintain or improve its present status. Such general accreditation is a statement of confidence regarding the performance of an institution for the immediate future--that is, until the next review in five to ten years. Specialized or programmatic accreditation focuses on a single (or closely related) group of practitioner-oriented programs--such as law, medicine and related health fields, psychology, social work, or journalism--and accredits these single programs within institutions primarily to assure that the programs adequately train professionals to meet societal needs. As the examples indicate, programmatic accreditation applies to specific programs whether at baccalaureate or postbaccalaureate levels. General accreditation, in contrast, involves a composite judgment on an entire institution, and such program distinctions as are made are usually by degree or level rather than by specific program. General accreditation of post-baccalaureate degree programs is not well defined in respect to either procedures or standards. Hence the development of new conceptions of graduate

education and of new ways of providing it pose problems that are not easy to resolve.

The main categories of graduate education have generally been recognized, and each of these can be further subdivided, both in types and levels. The research-oriented degree has been directed mainly to the acquisition of knowledge and, to a somewhat lesser extent, to the organization and dissemination of knowledge. Programs of this type have generally granted the Master of Arts or Master of Science and use the Doctor of Philosophy as the terminal degree. The master's degree in this pattern divides into three types, depending on the intent of the student and the relationship of the degree to the doctorate. For some students pursuing the doctorate, the master's has no great significance; it is only a way station toward the doctorate. Indeed, many departments advise uninterrupted pursuit of the doctorate on the grounds that fulfillment of master's requirements lengthens the time required for pursuit of the doctorate. For some students who had aspired to the doctorate, the termination of their aspirations, whether by personal exigencies or departmental decisions, may result in the consolation award of the master's, signaling a termination of the individual's studies. For still other students, the master's may be taken explicitly as a terminal degree adequate for teaching in secondary schools, community colleges, or small liberal arts institutions where the courses taught require neither an advanced level of disciplinary knowledge nor research capacity. For some of these students initially poorly grounded in their fields, a master's program may include a goodly number of undergraduate credits. Such a program may be more nearly a fifth year of study and credit accumulation, and should be so regarded.

In summary, the master's degree (M.A. or M.S.) may be (1) an incident in the progress toward a Ph.D.; (2) an award signifying termination of plans for a Ph.D.; or (3) a terminal degree taken to open up a new level of activity and somewhat enhance knowledge in a particular field or discipline. Generally, the M.A. and M.S. degrees assure no marked capacity in research, but they may enable an individual to assist others engaged in major research projects. In a few institutions and departments, the master's degree is still interpreted as a research degree.

Traditionally, research-oriented degrees have been granted in accepted disciplines; but as disciplines have expanded, they have given rise to new disciplines. As advanced study in a particular discipline has turned toward some problem, it is often found that the problem cannot be fully understood or resolved by application of a single discipline. Thus there has arisen a confusing array of interdisciplinary programs, at times clearly focused on a problem external to several disciplines, and at other times, focused on the pursuit of the significance of a concept, principle, or methodology found to be applicable across several disciplines. The expansion of the Ph.D. to these interdisciplinary fields has posed two problems. First, the basic course work required in several disciplines and the lack of advanced courses integrating the disciplines may make the doctoral program into little more than a composite of two or three master's programs. A second problem is that a doctoral program developed on a problem orientation may take on a practitioner character not appropriate to the Ph.D.

The practice-oriented degrees include those in the major professions, Medicine (M.D., D.O.), law (J.D.), and dentistry (D.D.S.) are the most commonly recognized examples. Each of these professions has its own

professional schools and accreditation procedures. The distinction between these degree designations and the research-oriented Ph.D. is obvious and is further emphasized by the number of professional school faculty members who take both the professional degree and the Ph.D. for careers either in research or in professional education. Further specializations, especially in the health-related fields, are often certifications rather than degrees, although some advanced doctoral professional degrees are offered in a few institutions.

The second major group of practice-oriented degrees use designations that indicate the professional field involved. For example, there are numerous programs in education based upon the Master of Education (M.Ed.) or the Doctor of Education (Ed.D.). In the field of business, there is a Master of Business Administration (M.B.A.) and also a Doctor of Business Administration (D.B.A.). The Master of Social Work (M.S.W.) and the Doctor of Social Work (D.S.W.) represent a similar case. Because the Ph.D. has been oriented to research and in many universities involves no preparation for a career as a college teacher, the Doctor of Arts degree has been introduced within the last decade. This degree may not be the most appropriate, but the alternatives considered were generally more unsatisfactory. The Ed.D. has been used in other connections, and the Doctor of Arts in College Teaching, used in one institution, seemed unduly lengthy, especially when the disciplinary field had to be added parenthetically.

This discussion of the major categories of graduate programs shows the difficulties that arise in attempting to make a distinction between the applied and the research degrees. This general confusion and the variation

that exists in usage within institutions provide poor precedents in dealing with some of the new graduate degree developments designated as non-traditional or external.

Nontraditional Graduate Programs

Though external and nontraditional graduate degrees are, in some respects, overlapping terms, they also possess distinctive meanings. An external degree program provided at a distance from the parent campus need not be otherwise nontraditional. If the same materials, requirements, and standards are used and if the instruction is provided by staff from the main campus, then the only nontraditional components are found in scheduling, place (distance and environment), and characteristics of the students reached. Any one of these nontraditional elements, especially the student characteristics, can affect the quality of a program; however, there are many other possible factors affecting quality, including the following:

- degree programs, distinctive or modified in respect to requirements and standards;
- use of distinctive learning modes and assessment procedures;
- specification of distinctive educational purposes and objectives.

The requirements for traditional degrees can be met in nontraditional ways, but as the above factors are used and varied, the nontraditional programs that result may bear no resemblance to process or outcomes to traditional programs. Just as traditional degree programs can be extended off campus to provide external but altogether traditional degrees, nontraditional programs can be provided on a traditional campus. Hence the meaning of

"nontraditional" deserves some discussion.

The word nontraditional has come into extensive use in recent years as various individuals and organizations have begun to explore the possibility of providing postsecondary educational programs to "new" students in "new" ways and often with "new" purposes. Strong proponents of nontraditional programs often imply that traditional educational institutions are so committed to rigid time-serving, credit-accumulating programs that they will not use new delivery systems or address new needs. Yet a careful examination of the practices and stated purposes of nontraditional institutions demonstrates that most of the ideas which they pursue were originally developed by traditional institutions. Neither off-campus extension programs nor external degrees are new developments. Residency rules have been waived in individual cases in many institutions, and students have acquired degrees in flexible patterns. But in the main, the nontraditionalists are right: Traditional educational institutions are committed to certain requirements and patterns of learning and do not readily depart from them because the faculties in these institutions prefer patterns suiting their convenience rather than the strigencies and difficulties that may be imposed if the institution tries to offer education to individuals who cannot accommodate to the pattern of campus residency, course enrollment, and credit accumulation for a degree. But the nontraditional conception can become so inchoate that, in the extreme, it is sometimes difficult to determine what some of these programs really are or purport to be. There now exist educational institutions that are themselves nontraditional. They offer degrees, but they employ no full-time faculty of their own, have no campus, operate with limited facilities and resources, and provide no supporting staff and

services. In an era when faculty are playing a more significant role than ever before in the governance of institutions and in the development of programs and degree requirements, many of these free-standing institutions are entirely administratively dominated.

Some of these nontraditional institutions are special-purpose or even single-purpose institutions. A number of institutes in California, for example, offer degrees only in psychology. This development is in marked contrast to the prevailing view that quality education in any profession requires that the educational program be part of or closely connected with a major university in which a wide range of offerings is available. Many medical schools, law schools, and other professional schools originally existed outside the university, but most are now parts of universities and have found that their educational programs benefited therefrom--not only in quality, but in breadth. It seems odd indeed that some individuals at this time would make a virtue of setting up professional and graduate degree-granting institutes quite independent of the university. One may be excused for suspecting that such institutes may be somewhat cultish in their orientation, narrower in their vision, and, on the whole, of lesser quality than their counterparts operating within the university context.

Nontraditional may also refer to the financing patterns of institutions. A few years ago no accrediting association would have accredited some of the free-standing nontraditional institutions or even some of the vastly over-expanded programs of traditional institutions simply because of the financial instability and other uncertainties of the enterprise. Now many nontraditional institutions are not encumbered with facilities, support services, and an expensive full-time faculty, and they point to the many

public and private assets in the form of libraries, museums, and other such learning resources, that are available to their students. Indeed, it is nontraditional for an institution to provide a college education or advanced degrees in such manner as to cover all costs or even make money. Only the limited range of services of these institutions and their parasitic dependence upon traditional educational enterprises permit them to do so.

Whether or not an individual receiving any graduate degree from any institution has benefited, others cannot readily decide. Perhaps only the individual can balance the costs and the benefits. However, it is evident that when the relatively few services provided for students in some nontraditional programs are taken into account, these nontraditional programs are by no means low cost. Frequently, the student pays far more for far less service than would be available through a traditional institution. Whether or not the conveniences in time reduction, in scheduling, and in flexibility of program development reasonably balance the lack of counseling, library, and other services and the uncertain quality and reputation of the degree is difficult to determine.

Most of the nontraditional programs claim to assure relevance to work, and many recognize the extensive learning a student may have from various experiences. In some cases, knowledge and scholarly ability are heavily discounted to provide a program having immediate relevance to the individual. Many of these programs are quite nontraditional in what they accept as learning experiences, as appropriate processes for learning, or as evidence that significant learning has taken place. There tends to be a ready assumption that an individual involved in an administrative job (for example) learns a great deal about administration or can do so by simultaneously

engaging in study and improving job performance.

Education certainly can take place in various ways and meet various needs from various kinds of people. Such education should be provided, but one should not assume that nontraditional education should yield a degree, or that degrees so granted should be those traditionally used. Too many nontraditionalist educators finally succumb to the traditional in that they insist upon awarding traditional degrees. It is at this point that the major problem of recognizing and accrediting such degrees arises. Traditional education can be reasonably criticized for its rigidity and for its unwillingness to offer education directed to a broader range of needs than those generally encompassed in academe. However, the giving of traditional degrees for nontraditional experiences--especially when it is often evident that those so doing do not fully understand the character of traditional degrees--casts doubt on the character and quality of both traditional and nontraditional degree programs and poses a difficulty challenge to accrediting agencies.

The early attempts at accreditation of nontraditional educational activities made much of the need for a flexible approach and for the development of new and more appropriate means of appraisal. The time has now come to state accrediting procedures and standards that apply to all acceptable graduate degrees. If a traditional degree designation is used, the requirements and the outcomes of that degree program should be comparable to those of traditional institutions. If nontraditional programs offer nontraditional degrees, a judgment needs to be made as to whether or not the programs and degrees merit any recognition by existing accrediting agencies. Accreditation will lose all meaning if any new program

designated by someone as a graduate degree program is either separately accredited or indirectly recognized as acceptable by inclusion as part of the total offering of a regionally accredited institution.

General Considerations

Both the character and quality of any degree program must be examined, but neither can be assessed with complete accuracy. We have seen the problem of distinguishing between research and practitioner degrees. It is not simply a matter of quality, for quality can be attributed to plumbing, to food preparation, or to scholarly endeavor. Degree programs beyond the baccalaureate should demonstrate the latter, although excellence in plumbing facilities and food preparation are also desirable. Our further discussion considers characteristics and constraints involved in assessing whether or not purported programs of graduate education deserve recognition as such, but does so in the framework of reviewing all graduate programs.

Institutions offering programs of advanced study beyond the baccalaureate, whether the programs are academic, research, or professionally oriented, have the responsibility to establish and to maintain high quality by continual monitoring and evaluation of both the experiences and the culminating performances of their graduate students. This responsibility extends not only to the graduate students and to the general public, but also to other institutions of higher education. Graduate students, however mature in age and experience, are not always capable of judging the quality of a program and may value convenience in time and place of program experiences and expeditious degree attainment more than quality. The general public lacks the sophistication to assess either traditional degree

quality or the stature and excellence of the nontraditional degrees granted by an institution. Any institution granting graduate degrees of inferior quality does an injustice to its students, misleads the public, and engenders criticism of graduate education in general by those unable to differentiate among programs. Certain fundamental considerations that apply to all programs of graduate education provide the guiding principles and criteria for evaluating programs and suggest standards for establishing new programs.

These considerations involve the

- institution and its learning resources,
- institutional faculty,
- curriculum and related learning experiences,
- evaluation of program impacts and outcomes,
- administration and governance, and
- finance, including costs and their relation to benefits.

In the past, the appraisal procedures and criteria used by accrediting associations have undoubtedly overemphasized environmental and procedural matters, assuming that outcomes not easily measurable by direct assessment are largely a result of good facilities, good faculty, and selectivity in admissions. These too-ready assumptions have been challenged by an alternative set of assumptions that program excellence is a function of

- An individual's motivation;
- immediate relevance of an educational program to an individual's work and personal goals;
- specificity of tasks or contracts and of scheduling that encourages completion of degree requirements in a defined period of time; and
- occasional contact of the individual with and stimulation by persons of stature, whether or not they are educators.

These contrasting assumptions also relate to processes, and they tend, when overemphasized, to relate graduate study to personal development rather than to mastery of a content, problem, or disciplinary area. There is also implicit in these assumptions the expectation that graduate programs can be so individualized that the program of a student can be developed out of the discrepancy between present status and personal aspirations.

The appraisal of individual accomplishment becomes highly subjective when programs are individualized both in processes and outcomes. The traditional program is made up of a series of faculty-defined hurdles; the individual who masters the hurdles receives a degree. In some nontraditional programs, the hurdles are either eliminated or carefully selected and defined by the student. But if student-defined hurdles are accepted as the basis for granting a degree, then each student actually sets his or her degree requirements. Such self-designed and self-conferred degrees are delusive; they have no meaning and hence the use of traditional designations for such degrees cannot be tolerated.

The institution that undertakes to grant traditionally designated graduate degrees upon the basis of present status or past accomplishments has the difficult task of determining if, in fact, the stature or the accomplishments accords with those generally associated with that degree. The lack of unanimity concerning characteristics and standards and the accepted tolerance in performance make such a judgment treacherous. There is danger indeed that degrees devoid of a period of planned and supervised experience may be self-designed and self-awarded. Increased rigor in program review and accreditation requirements is essential if accrediting agencies are to deal effectively and responsibly with nontraditional programs and degrees.

Problems of Appraising Graduate Degree Programs

The nature of the task of appraising and reviewing graduate programs depends on the purposes and stage of development of the programs. When a program is being initiated, an appraisal and tentative judgment must be based upon the justification or need for the program and the potential and resources available for the development of a sound program. For an established program, the various educational processes and the environment in which these processes have been carried out can be rigorously scrutinized. It is also possible to appraise the established program by evaluating the accomplishments of students during and subsequent to their enrollment in the program. The evaluation of both processes and outcomes and of their inter-relationships is necessary if the purpose of the program review is improvement.

In reviewing graduate programs, whether new or long existent, the external observer should be concerned about patterns of internal coordination, review, and evaluation that exist in an institution. A university of stature fully involved in graduate work and research will usually engage in recurrent reviews directed by the graduate dean and graduate council. The development of new programs will also be done with care because the presence of departments and faculty members experienced in graduate work not only provides for critical review and approval processes to assure maintenance of quality, but also provides concern about the possible dilution of resources resulting from the addition of new and expensive programs. In contrast, an institution at early stages in the development of graduate degrees frequently lacks sufficient faculty stature in the proposed program area. The institutional and departmental ambition to expand to a graduate level may also

soften or silence any concerns or criticisms that would be leveled by competent faculty. In institutions that lack a strong graduate faculty and graduate organization with the stature and experience to question a new program, competent external review is a necessity.

The existence of a faculty well qualified in the disciplines or problem areas basic to the degree program and with some experience in such programs is probably the best indication of the readiness and ability of an institution to launch a new graduate program or to expand its existing program. In an institution already offering some graduate programs, a review of the adequacy of these existing programs is of significant importance in considering any additional ones. It is important, too, to ascertain the commitment of all constituencies of an institution to a new program. External pressures have at times resulted in an institution adding a program not altogether appropriate to the institution and not well supported by it. The development of any graduate program of quality is ultimately dependent upon the existence of a core continuing faculty group that has defined the program and has the experience and stature to teach, continually monitor, and evaluate it.

This faculty participation involves a dedication to academic freedom and inquiry. There must also be within the faculty and the administration a self-critical capability demonstrated over time by the constant review and revision or replacement of those activities and programs which no longer fulfill an appropriate function in the situation or which cannot be supported at the appropriate level of excellence. This review requires assessment of the need for a program not only within the institution, but also in the state, region, or nation. Similar programs in the service area of the

institution should be considered as well as the impact of a new program on other institutions. An objective review includes considering the impact of assigning resources to a new program on existing programs within the institution, listening to the views of members of the institutional clientele and supporting public, and weighing all of these factors to decide if, indeed, there is a justifiable need for this program in reference to other ways in which the resources might be used.

It must be remembered that even in an academic institution there are conflicts of interest. Those individuals proposing a program not infrequently (and sometimes without fully realizing it) are motivated by the possible resulting personal prestige. Similarly in a program review, those directly involved may resist an external review because they see their own careers threatened by it. External review of a graduate program--whether for accreditation or other purposes-- will be most insightful and useful in those institutions which have already demonstrated their capability for carrying out recurrent reviews and taking appropriate actions on them. In such a case, the external review provides assurance to students and the general public that the institution exhibits concern and responsibility for maintenance of quality in its programs.

It is relatively easy to state a philosophy, a set of purposes and objectives descriptive of the students' achievement in graduate programs of the pure research type based upon a single discipline. Practice-oriented graduate programs tend to focus on a problem, usually of such complexity that a number of disciplines need to be involved in the education of the individual who is to develop the insights, analytic powers, and knowledge to deal with the problem. At an early stage, such graduate programs require

faculty members well based in the theoretical aspects of the disciplines as well as some individuals with a practical orientation and experience. In the early stages, the continuing interactions among the faculty as well as the interactions of students with the faculty may be the vital factor which determines the difference between a graduate program made up of ill-assorted materials from various disciplines and a graduate program that draws together significant ideas, concepts, and procedures from a number of disciplines and integrates them into a new mode of understanding and of attack upon a complex problem. In time, the latter, the more successful approach, is likely to yield a new professional field or a new discipline. In reviewing interdisciplinary programs, therefore, it is particularly important to assess the capability of the faculty involved, the potential for significant continuing interaction, and the extent of resources available to permit the support of that interaction.

Graduate education is typically expensive; indeed, it may be said with some assurance that when it is inexpensive it is of low quality. Faculty members qualified to serve as mentors of graduate students will generally merit higher salaries than those whose time is spent in teaching undergraduates. Graduate programs require more extensive library facilities, seminar rooms, laboratories, and other research facilities which add to the costs of graduate education. Graduate education is generally successful only when there is a close interaction between students and faculty members for at least a major part of the graduate program. The graduate student is not simply learning materials, but is learning how to engage in inquiry and requires a range of experiences and faculty models in order to accomplish it. Faculty members, whether working with research or applied

graduate programs, must themselves be free to engage in relevant activities so that their courses and seminars remain current and stimulating and so that their own knowledge and experience keep pace with the forefront of developments in relevant fields. Graduate programs requiring a culminating project evidencing scholarship or the application of disciplinary principles and concepts to the solution of a problem will vary greatly with the demands that they make on a professor. Most students need extensive assistance in defining a project and will require a significant amount of time from several faculty members to develop and approve the project. Thereafter further faculty time is again required for assistance in completing a project and placing it in satisfactory form. It is not surprising that graduate education is expensive and that quality is often directly related to cost. Yet costs to students vary markedly depending upon the sources of support of a program and the extent to which one considers earnings foregone by the full-time or part-time students. The two key questions, as with all of education, are: Who pays the cost? Who gets the benefits?

How is the quality or the success of a graduate program to be determined? Quality and success are by no means the same. The success of a graduate program is frequently evaluated by the numbers of students enrolled in and completing a program. Obviously, such a program is meeting some need because people are expending money to participate in and gain whatever benefits are derived from it. On the other hand, the relationship between education and the attainment of certain societal or vocational perquisites is not so close that individuals are easily able to decide whether or not the degree program helps them to achieve their goals. For some persons, the acquisition of a degree may be so satisfactory in itself that no further questions are

task by which the student affirms that he or she has indeed progressed to an acceptable level. That same task can be reviewed by others to determine whether or not this is indeed true.

There are also a number of continua that need to be consulted in appraising the nature of a graduate program. Generally, as one moves from undergraduate education to successive levels in the graduate area, breadth is gradually replaced by specialization or concentration. But even at the graduate level there is need, in a program and for each individual, for some balance between breadth and concentration. Thus, rather than concentrating in a single discipline, many programs will involve the student in taking courses from two or closely related disciplines. The balance and relation among these are a continuing problem. It is also necessary to achieve some balance between a practical orientation and a disciplinary or theoretical orientation. The doctoral student who immerses himself in some largely unknown writer of the fourteenth century may find limited demand for his talents and limited funds for his research. Although we have discussed research degrees and practice-oriented degrees, the distinction is not always as clear as this dichotomy appears to make it. The practitioner needs some background of theory involving basic concepts and principles, and the theorist gains new insight by seeing how closely theory relates to some reality. The graduate program should also have relevance to the intended career of the individual, but at a level that preserves flexibility for change in direction and that recognizes that judgment based on value considerations rather than routine use of a prescription is the mark of the professional.

This discussion of the general problem of appraising graduate programs provides a background for the more detailed discussion of specific degree programs.

Characterization of Graduate Degrees

Graduate study means advanced, intensive, purposeful study. Accordingly, a learning experience, to be valid and creditable as graduate education, either in itself or as a component of a degree program, should display these characteristics:

1. content reflecting and building upon the knowledge and intellectual maturity a capable student acquires during the undergraduate years;
2. study in the company of students interested in analyzing, exploring, questioning, reconsidering, and synthesizing old and new knowledge and skills;
3. demands that students inquire searchingly and apply themselves fully;
4. close and frequent contact with experienced scholar-teachers in circumstances that facilitate interaction between the student and the professor as well as among the students themselves;
5. length of such duration that there is time for reflection, absorption, and the emergence of independence and self-confidence;
6. resources and an environment sufficiently stimulating to promote learning and meet educational objectives;
7. evaluation of student performance to an extent that students and professors are confident of the worth of their accomplishments.

The following discussion undertakes to relate these general characteristics to specific types and levels of graduate programs.

Master of Arts (M.A.) and Master of Science (M.S.)

Master of Arts (M.A.) and Master of Science (M.S.) degrees should require no less than the equivalent of one academic year of full-time postbaccalaureate graduate study. If the baccalaureate degree is not in the same field as the graduate program, a longer period of study will be required. The M.A. and M.S. programs should require that graduates demonstrate an understanding of the conduct, interpretation, and reporting of research. Knowledge and understanding of the essential facts, concepts, principles, theories, and basic references should also be demonstrated. The demonstration may be by a thesis and a final oral examination, several papers, a review of synthesis of research, or by one or more culminating and integrative research seminars. A non-thesis degree will usually require three to six semester credit hours beyond the minimal thirty semester credit hours (which sometimes includes as much as six credit hours for a thesis) required for the degree. M.A. and M.S. programs should generally include only graduate level courses, although advanced undergraduate courses in a minor or cognate field may be acceptable.

Six to nine credits of relevant and current course work may be accepted by transfer. Any additional credits for prior or concurrent study elsewhere should be considered only after the full degree program of the candidate has been defined.

Residency on the campus for a period of time is desirable but not necessary if the specified experiences are provided or the objectives are otherwise met. Candidates who are employed full time should ordinarily be enrolled as part-time students spreading their degree requirements over two academic years.

Interdisciplinary programs present a special problem, particularly in their formative stages. The program may lack depth unless a special project, thesis, or one or more culminating integrative seminars produce a merging of the concepts and modes of inquiry of the several disciplines in relation to the problems or concerns that led to the interdisciplinary program.

Professional or Practitioner Master's Degrees

Master's degrees that are professionally or vocationally oriented occur in many fields: engineering, business, law, education, art, music, etc. There are approximately 400 master's degree titles in use. Some degrees can be completed by summer school attendance alone, by extension work alone, or by some combination. These degrees differ from the M.A. and M.S. in the emphasis or preparation for a career in professional practice. The requirement in many states that teachers have a post-baccalaureate degree for permanent certification has encouraged the lowering of admission requirements from the traditional B average to a C, excessive use of undergraduate courses, and a superficiality engendered by programs including unrelated courses from several departments. Many so-called master's degree programs should be designated as a second baccalaureate or as a fifth-year certification program for teachers. Elementary teachers pose a particular problem in this regard because their preparation does not require concentration in any one discipline. Fifth-year programs leading to certificates would serve some students better than master's programs and would assist institutions in imposing controls essential for acceptable master's study.

Professional master's degrees in social work, counseling, and health-related fields may be as much as two years in length and include extensive field study or internships. Some of these programs are terminal in nature, but for others a further degree at the doctoral level exists. For example, there exist the following:

Master of Public Health (M.P.H.)	Doctor of Public Health (D.P.H.)
Master of Social Work (M.S.W.)	Doctor of Social Work (D.S.W.)
Master of Education (M.E.)	Doctor of Education (Ed.D.)

A practitioner master's program should be complete in itself and should be so designed as to prepare individuals for superior and productive work in a vocation or profession.

Some faculty members in professional programs should have had extensive practical experience and should maintain continuing contacts to aid planning and supervision of field work and internships.

Comprehensive examinations and other formal appraisal procedures are frequently used to determine mastery of the field of special practice. Applied study or research related to particular problems is usually included in programs for a professional master's degree.

Sixth-Year Degrees and Programs

Sixth-year programs have not as yet become fully accepted, perhaps in great part because their meaning and purpose have remained unclear. Originally the Educational Specialist (Ed.S.) programs were developed to prepare students for careers in certain specialties in administration, curriculum, reading, and counseling that seemed to require study beyond the master's level, but short of the doctorate. In practice, the use of the Ed.S. has been expanded to other fields, including community college teacher preparation. The

following statements indicate some of the uncertainties associated with these programs:

1. The Ed.S. should be a planned two-year program, but it has in many institutions emerged as a master's degree plus an additional year of study.
2. The Ed.S. originally was regarded as a terminal program, but is now used in some institutions as a step toward a doctorate.
3. There is disagreement as to whether the specialist designation is a degree or a certification status.
4. Other programs intermediate between the master's and doctorate have been proposed and given limited use. These include several teaching-oriented programs:
 - Diploma for Advanced Graduate Study (D.A.G.S.)
 - Master of Arts in College Teaching (M.A.C.T.)
 - Diplomate in College Teaching (D.C.T.)

Because of the variation in designation, definition, and acceptability of such programs, any review and recognition of them in a particular institution must depend greatly upon the clarity of purpose and the definition of the programs in relation to the specific field of preparation and to other degrees.

The Educational Specialist programs, for example, should be limited to educational supportive services, including administration, supervision, curriculum, guidance, and other auxiliary service personnel fields. Prior institutional experience with doctoral programs is helpful in defining the nature of the specialist program, especially when it is viewed as a terminal program. In fact, institutions have usually expanded from master's programs to the Educational Specialist, and, at times, the faculty has viewed this as a step toward adding an Ed.D. or Ph.D. in education. There should be sufficient flexibility to allow for diversified professional interests, prior work and study, special needs, and individual differences. The Ed.S.

program should emphasize the mastery of professional skills and competencies.

There should be some professional experience related to and substantiating the appropriateness of the particular educational specialty. Field work, internships, and other supervised practice experiences integral to professional training should be included at the sixth-year level, regardless of prior experience. Appropriate research skills should be required according to the type of specialty involved.

A culminating research project or field investigation should be required as part of the specialist program. The project may include an interpretation and synthesis of a body of research dealing with the field of specialization, developing and testing a research design, or the study of a special problem in the field. The project should be highly practical, limited in scope, and clearly distinctive from an Ed.D. or Ph.D. dissertation. It should enable the student to demonstrate technical skill in his field and to recognize the implications of the specialty for education in general.

The Educational Specialist program is a unique professional degree program. It should not be viewed as a means for dealing with unsuccessful doctoral students. Rather, the relationship of the specialist program to other advanced degree programs should be described in positive terms emphasizing the distinctive objectives of the program.

Doctor of Philosophy (Ph.D.)

Ph.D. programs should require no less than the equivalent of three years of full-time graduate study. This assumes that the doctoral program

is built upon a baccalaureate program emphasizing the same or closely related fields. The program may be planned for the entire three-year span or broken into two parts, with a master's degree being acquired prior to formal admission to the doctoral program.

Ph.D. programs should permit some flexibility in selection of courses and experiences to adjust to prior study and accomplishment and to accommodate individual career plans. Even though the Ph.D. is not to be regarded as a practitioner degree, projected careers in university instruction and research and careers in industrial research may justify some adjustments in programs--both course work and research.

Award of the Ph.D. in a discipline or field should indicate:

- mastery of a coherent segment of the discipline or field, including concepts, principles, theories, and research methodology and bibliography;
- competence in languages, statistics, computer utilization, or other research tools necessary for study and research in the area;
- demonstrated capacity for sustained and worthwhile research by a dissertation indicating originality and ability to identify a problem and contribute new insights to it.

Because the Ph.D. is primarily a research degree, doctoral students should relate their total program to the research objectives shortly after entering the program. They should receive careful guidance in developing their capabilities through a sustained research project on a realistically limited but important topic. Their efforts should culminate in the writing and defense of a dissertation. The research should be more than a mere compilation of information; it should make a significant contribution in its own right to the understanding of the subject, and it should be judged for quality by selected members of the graduate

faculty. A significant block of time, and perhaps credit, should be assigned to the dissertation to avoid overloading programs with course work.

Following the completion of the formal advanced study and satisfactory performance in comprehensive examinations dealing with the field requirements and central goals of the program, the student should be admitted to candidacy for the Ph.D. degree. The remaining time should be devoted to completion of the research project and compilation of the results into a dissertation. The final Ph.D. examination is usually oral and consists mainly of a defense by the candidate of his research and dissertation.

The Doctor of Arts

The Doctor of Arts degree requires at least three years of graduate study beyond the bachelor's degree. The emphasis of the D.A. program is on developing teaching competence in a broad subject matter field.

The programs of study for Doctor of Arts degrees usually consist of:

- study in the area of concentration at the same level as the Ph.D. and in the same academic fields, but often more broadly defined;
- professional studies in instruction, curriculum, and evaluation;
- mastery of research tools for study of curriculum and instructional problems;
- a scholarly investigation of instructional or curricular problems;
- undergraduate teaching internship; and
- various examinations or other evaluation procedures for assessing each of the preceding.

Seminars on such topics as learning and instruction, affective and cognitive learning, curriculum, evaluation, history of higher education in the United States, and organization and governance in higher education should be available to D.A. candidates. Selection among these courses in relation to prior experiences and education is preferable to imposition of a requirement on all students. Ideally, these seminars should be inter-related with course work and teaching experiences. In many instances, they may be directed by qualified professors in the area of concentration.

Some facility in appropriate methods, techniques, and tools of disciplinary research should be required. Special attention, particularly through seminars and colloquia, should be given to the goal of producing consumers and interpreters of research and directors of independent study and research for undergraduates. In addition, some knowledge of educational research methodology is desirable to develop capability for curricular and instructional studies.

Evidence of scholarly investigation and writing should be required in the form of a study or research project dealing with some problem of instruction or curriculum in undergraduate education.

The supervised internship should be dependent upon previous teaching experience, and it may be the basis for the research project. Under no circumstances, however, should it be omitted. A block of credits should be assigned to this internship to recognize its importance and to prevent the total program requirement becoming unreasonable in scope.

Examinations in the course of the Doctor of Arts program may include: a qualifying examination given early in the program to reveal strengths and weaknesses, a comprehensive examination extending over the subject

matter fields, and a final examination over the scholarly papers and preparation for teaching. These may be oral or written or both. In some circumstances, the purposes of these examinations can be met by less formal means, thereby avoiding the disruptions sometimes caused by overly elaborate examination programs.

The Doctor of Education

The Ed.D. recognizes completion of academic preparation for professional practice in education-related fields. The possible fields of professional practice include administration, counseling and guidance, and curriculum. Originally developed as a terminal degree for public school administrators, the Ed.D. differed from the Ph.D. mainly in specifying a practically oriented study rather than pure research for the dissertation and in not requiring foreign languages. Scholarly or research tools include statistics and computer utilization. An Ed.D. program usually includes study in one or more other disciplines relating to the career orientation. The program generally includes field experiences or internships, and the study project may be related to or arise out of them.

As foreign language requirements for the Ph.D. declined and practically oriented study became more acceptable, the difference between the Ph.D. and Ed.D. became less clear. Some colleges of education give the Ph.D. only in philosophy or psychology and use the Ed.D. for all other fields. In some universities, the Ed.D. has been used by disciplinary departments as the equivalent of a D.A. Preferably, the Ed.D. should be used only in education and limited in orientation to practitioner specialities in that field.

A sound Ed.D. program will usually include most of all of the following:

- in-depth knowledge or competence in a field of specialization;
- research tools in evaluation, statistics, and computer utilization;
- study in one or more fields related to the specialization;
- supervised clinical, internship, or field experiences relating theory to practice in the field of specialization;
- a practical research, demonstration, or evaluation project which applies known principles and research procedures to a particular problem.

Other Practitioner-Oriented Doctorates

Such doctorates as the Doctor of Business Administration (D.B.A.), Doctor of Public Administration (D.P.A.), Doctor of Social Work (D.S.W.), Doctor of Musical Arts (D.M.A.) are more akin to the Ed.D. or D.A. than to the Ph.D. The nature of the scholarly productions may be either more creative or more problem oriented than research required for the Ph.D. Most of these degrees, including all of those mentioned above, are regarded as suitable for a career or teaching and research in the appropriate unit of a university. There is great variability among these degrees, however, and minimum expectations are difficult to specify.

In the case of the doctor's degree in a profession, command of existing knowledge should be thorough and complete and of broader reach than for the Ph.D. The student should not only demonstrate technical mastery of the field, but also prove substantial familiarity with related academic and professional areas.

There should be direct involvement with the conduct and application of original research. Although this involvement may not be as intensive as that in Ph.D. programs, it must be sufficiently extensive to develop in the student the ability to appraise new and varied research findings critically. The devotion to remaining abreast of new developments in the field also should be fostered.

Finally, the professional or practice-oriented doctoral candidate should be required to demonstrate successful application of current knowledge in the field for the solution of a meaningful problem in the practice of the profession. In so doing, the student should give evidence of the ability to assemble data, weigh evidence, formulate conclusions, and argue convincingly for his or her proposed solution to the problem.

Principles Regarding Review and Accreditation

There are some principles and criteria that apply to all graduate programs and assist in distinguishing between graduate and undergraduate education. These principles have been drawn from a number of sources which are collectively acknowledged at the end of this document. Because of the repetition of principles among these sources and because of editing, modification, and combination of the several statements, this collective acknowledgement seems more appropriate than specific references and explanation of changes.

General Principles

1. Recognition or accreditation of graduate programs will be considered only after a number of individuals have completed all degree

requirements. Consideration of students' total programs, of students' products (papers, theses, dissertations, etc.) and of students' reactions to the program is indispensable to evaluation for accreditation.

2. Recognition or accreditation will be considered only after an institution has carried out a thorough evaluation of its program demonstrating both objectivity and the capacity to assimilate and apply the critical insights achieved. The use, by the institution, of one or more external evaluators is desirable.

3. Programs awarding traditional academic degrees (both research and practitioner) will be considered for recognition or accreditation only if the program objectives and outcomes are demonstrably equivalent to those of high quality, well-established graduate programs.

4. Recognition or accreditation will be considered only if there is a procedure (e.g., final oral examination, approval of dissertation) whereby scholars of recognized stature in the individual's field of study review and confirm the acceptability of the individual's performance.

5. Regional accrediting associations, in their review and evaluation of educational institutions, should review--and apply equally rigorous standards to--graduate degree programs offered at off-campus locations as well as on-campus programs. Off-campus programs that are in continuous operation and enroll numerous (perhaps 100 or more) graduate degree candidates should be separately reviewed and listed, although the parent institution remains responsible for maintenance of the program and preservation of standards.

6. Regional accrediting associations have a special obligation to the regions they serve and should accept responsibility for the accrediting

of all institutional branches or academic units offering graduate degree programs in their regions, regardless of the location of the home campus of the institution and the accreditation status of the program on the home campus. Meeting this obligation certainly will involve cooperative activities with the regional accrediting association having jurisdiction over the main campus.

7. Specialized accreditation should, in general, be avoided because it tends to support or confirm narrowness and conformity in the graduate student experiences and to retard the interaction and evolution of graduate degree programs.

Specific Principles

1. The review and accreditation of any program should include a review of completed student programs to determine if stated policies and requirements are enforced.

2. Student work (papers, projects, theses, dissertations) should be reviewed and evaluated to determine its quality and relevance to program purposes and student learning objectives.

3. Student reactions to the program experiences and to the significance of the program in career development should be considered.

4. Evidence of continuing evaluation of graduate programs by the institution should be available. This evaluation should serve as a means of continuing program adaptation to maintain quality.

5. The criteria and standards for award of a graduate degree should be clearly stated and the means and process of assessment of individual student achievement specified. The degree definition should state the

competencies and skills involved and address the levels of achievement expected.

6. Procedures for selection of graduate faculty members should be developed and enforced. Only graduate faculty members should advise students, formulate and approve individual graduate programs, teach graduate courses, evaluate student achievement, and participate in that final assessment of a student's work which leads to award or denial of a degree.

7. Adjunct faculty hired for a graduate program must be carefully monitored, and the same criteria should be used in selection as are employed for regular faculty members.

8. The employment by an institution of faculty members employed full time at another institution raises a number of specific problems. These so-called adjunct faculty members are usually hired for specific teaching chores and have little to do with policy formulation or definition and enforcement of degree requirements. A number of full-time faculty members are required to teach in and monitor any graduate program. When external degree programs are offered, at least one of them should be offered on or near the parent campus so that the full-time faculty can conduct this program and also monitor the programs offered at a distance. The following recommendations pertain specifically to adjunct appointments:

- a. Prior to drawing up contracts for adjunct faculty members employed full time at other colleges and universities, evidence of approval by an appropriate administrative official of that institution should be obtained either directly or by letter of authorization submitted by the prospective adjunct faculty member.

- b. Since a cardinal principle of graduate education is that graduate faculty members must have reasonable teaching loads, extensive use of adjunct professors who already have full loads can only be deleterious to graduate program quality.
- c. Continuing employment of adjunct faculty members for periods of a year or more should include some payment to their home university for fringe benefits.
- d. Insurance to cover the travel and the risks taken by adjunct faculty should be provided, as well as liability insurance to cover any situation in which a student might sue the faculty member because of grades or other dissatisfactions.
- e. If a faculty member uses an office, phone, or other home university facilities or services in fulfilling the adjunct role, arrangements should be made to cover the costs.
- f. When adjunct faculty serve a nontraditional degree program on a more or less continuous basis, some grants of a few hundred dollars should be available to support research activities or evaluation efforts directly related to the program.

9. Control of all programs must be by a central administrative structure headed by an officer, such as a dean or director of graduate studies, who coordinates the planning and directions of all graduate programs within the framework of policies developed and approved by the graduate faculty. Most off-campus programs should be modeled closely upon, if they are not identical to, an on-campus program and should have the same objectives and standards. Any unique off-campus program should be planned and developed initially by an on-campus faculty and monitored and revised thereafter by the founding group or its successors.

10. An off-campus program involving 100 or more students and several adjunct faculty members should have a local administrator empowered to make pressing decisions on program, student, and instructional matters

within the framework of general principles and guidelines developed on campus. Recurrent evaluations by parent campus faculty members and by independent outside evaluators should be made at intervals of no more than five years.

11. Financial resources sufficient to insure the same standards of instruction, advising, and services that are met in on-campus programs must be provided. Generally, off-campus direct program costs will be higher than those on campus if identical standards are maintained. Off-campus programs should not be regarded as revenue-producing activities.

12. The principle of truth in labeling requires that the degree granted by a program correspond to the experiences provided and the learning acquired (see 5). For some nontraditional graduate programs, this principle may require creation of a new degree or of some alternative non-degree designation. Quite possibly these programs and degrees would be regarded as beyond the responsibilities or the present regional accrediting associations. Traditional degree designations should be used only if the program objectives and results conform closely in type and quality to these degrees as they have been granted in the past. The Ph.D. and the M.A. and M.S. should not be accredited in a nontraditional degree-granting institution unless the programs employ some research-oriented faculty members, require the mastery of research skills on the part of the student, and produce theses and dissertations of significant research quality.

13. Every institution should be asked to report its income from and expenditures to all sources. Specifically, an institution should indicate the difference between actual costs of serving a student and the amount of fees collected from the student. The disposition of any positive differential

(profit) should be covered by a set of principles consistent with the educational commitments of the institution. Complex multi-program institutions will find this a difficult, perhaps impossible, task, but reasonable estimates can be made. The institution depending solely on student fees and with a small number of programs should be able to report exact figures.

14. For each graduate degree program the following records should be maintained:

- a. a complete record of all applications, both those accepted and those rejected;
- b. a record of student admissions;
- c. a record of enrollments, of voluntary withdrawals, and of administrative terminations;
- d. a record of students admitted to degree candidacy and the criteria and judgments used;
- e. a record of degrees awarded and the time required to complete each.

Each institution should maintain, in addition to the official transcript file, student papers, theses, dissertations, and other products which are critical in reaching the decision to award the degree. After five years the records of students may be reduced to the essential minimum regarded as the institutional permanent records.

15. Each nontraditional degree program should maintain in its principal office a complete set of texts, lectures, syllabi, study guides, and bibliographies, an indication of where and by whom each of these was prepared and revised, and a record of any charges made to students for them.

16. Specific attention should be given in each graduate degree program to mastery of scholarly skills and a demonstration of these prior to

admission to candidacy and the planning and approval of the dissertation or other projects. The required nature of the skills and the means of assessment should be carefully defined.

17. In every graduate degree program, students should be required to produce some type of culminating effort, such as a master's thesis, a demonstration with rationale and explanation, or a performance. In some cases, this effort might be a combination of several projects completed during the work on the degree. To each culminating effort should be appended an indication of the assessment made and the individuals making it, as well as the major criteria for the assessment.

18. The granting of degree credit for experiential learning is acceptable only as the learning itself is directly appraised and found to be identical or equivalent to that specified for a graduate degree program. Generally in graduate education the capacity to perform at a specified level and the demonstration of scholarship and research competency are of prime concern. The mode or circumstance of learning is a minor issue. Likewise, credit accumulation has little meaning beyond aiding in book-keeping and the collection of fees. Accordingly, recognition (transfer) of graduate credit from another institution should be dependent upon incorporation of this credit into the degree program by the adviser and committee. The program should be planned first, and transfer credit or credit resulting from informal learning should take into account such factors as grades, time lapse, current usefulness, and program relevance.

19. The less structured the sequence of learning experiences in a degree program, the greater the emphasis that should be placed upon summary

and culminating student performances such as theses, dissertations, projects, research summaries, and integrative seminars.

20. Directed research, whether pure or applied, internships, field experiences, and artistic or creative performances may be included in appropriately designated and defined graduate degree programs. However, the purposes of such experiences and the time or credit allocation relative to the total program should be specified. The means and procedures for assessing the quality and results of the experiences should be part of the initial contract.

21. Publicity statements to prospective students must be factual. For example, actual services provided must be consistent with publicity. This will require monitoring adjunct professors to assure that they fulfill their commitments.

22. To protect the integrity of the faculty-institution work relationship and avoid circumstances involving conflict of interest, policies regarding the amount of outside work for pay and safeguards surrounding use of institutional resources and facilities for their intended purposes are required. The relationship of full-time faculty serving as adjunct faculty or program advisers and using the learning resources and facilities of their full-time employer for programs of study offered by other institutions (accredited or unaccredited) should conform to their home institution's policies and standards on these matters.

23. The conditions and circumstances of subcontracts with adjunct faculty in the community, with museums, art institutes, libraries, government agencies, foreign study institutions, and other diverse learning facilities should be made explicit. Subcontracts should include a

description of the means to be used for documenting and evaluating the work done by students in reference to the objectives of the programs of study.

24. The conditions and circumstances of subcontracts by unaccredited institutions with accredited institutions for use by students of learning resources, facilities, and degree-granting prerogatives of the accredited institution should be made explicit. They should also conform to the usual institutional policies and procedures safeguarding the intended use of resources and to the accrediting commission's guidelines as applicable.

Summary

This document has presented a number of general guidelines for judging and evaluating advanced degree programs. The several types of degrees and specific graduate programs have been discussed in some detail. The following points are a checklist of the major criteria to be considered either in planning new graduate programs or in reviewing existing ones:

1. Is the program consistent with institutional strengths, role, and purpose?
2. Has the need for the program been demonstrated?
3. Is there an adequate pool of students to justify the program?
4. Have the additional needs and costs in faculty, facilities, equipment, and library required to achieve or maintain quality been determined?
5. Are the available resources adequate for starting the program without depriving existing programs of needed support?
6. Do existing programs have the quality to provide an adequate base for development of an advanced level program?

7. Has the relationship of the program to existing ones in the institution been fully explored?
8. Is there available an adequate cadre of faculty of sufficient scholarly stature and experience?
9. Are the admissions policies clear and appropriate to the program?
10. Are adequate funds available for the support of graduate students?
11. Does the administrative structure provide for coordination or direction of the graduate program with the assistance of a faculty committee or council?
12. Has the curriculum been carefully developed in reference to the specified objectives of the program?
13. Are the opportunities for research, field experience, or internship adequate in quality and number?
14. Does the program have sufficient structure to assure its distinctive character, while remaining sufficiently flexible to meet the particular needs of individuals with varying goals and backgrounds?
15. Is the program generally consonant with standards and models existing in other institutions of quality? Is the rationale for innovative patterns clear, and are provisions for evaluations included in the plan?
16. Has attention been given to the auxiliary needs of graduate students, such as housing, food, and recreation?
17. Do provisions exist for insuring that graduate students have a voice in the formulation of institutional policies?

The seventeen preceding items or variants of them and the criteria implied have long been used in appraising new program proposals or reviewing

existing ones. Most of the specific principles stated earlier simply extend and clarify those widely used questions. However, nontraditional and external or off-campus graduate degree programs raise new issues not fully addressed by these questions. The dependence of nontraditional free-standing institutions on other institutions for services and as sources of faculty poses a further problem. Principles numbered 7-15 and 23 and 24 of the section entitled "Specific Principles" above are intended to resolve these new issues. Application of these principles should insure that all institutions offering traditional graduate degrees relate equitably with each other and that they are united in their commitment to offering well-defined, quality graduate degrees to those enrolling in their programs.

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